

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

704 KAR 3:480, Reading diagnostic and intervention grants

Applicable Statute or Regulation:

KRS 156.160; KRS 158.070; KRS 158.791; KRS 158.792; KRS 158.794

History/Background:

Existing Policy. In 1999, the Kentucky Board of Education (KBE) promulgated an administrative regulation that established an application process and the criteria for funding grants from the Early Reading Incentive Grant Program.

In the 2005 regular session, the Kentucky General Assembly passed SB 19, creating a new section of KRS 158 and amending the language of KRS 164. The bill was signed by the Governor and took effect on March 3, 2005. Among other things, the bill requires that the KBE “promulgate administrative regulations, based on recommendations from the secretary of the Education Cabinet, the Reading Diagnostic and Intervention Grant Steering Committee and the Collaborative Center for Literacy Development” to establish an application process and the selection criteria for funding reading diagnostic and intervention grants from the Read to Achieve Act of 2005.

The purpose of the grant program is to provide funds to schools that do not have funds from other grant sources to implement research-based intervention strategies for struggling readers in the primary program. The proposed amendments to 704 KAR 3:480 will bring the regulation into conformance with the mandate in SB 19. In the attachment to this staff note, the recommended changes to the regulation are noted by specific page number and line number. In addition, technical editing changes were made to bring the regulation in line with formatting required by the Legislative Research Commission.

Staff is recommending that KBE use the current 704 KAR 3:480 as a vehicle and amend it to meet the mandates in SB 19.

Impact on Getting to Proficiency:

“Diagnostic reading assessments and intervention services for those students who need them to learn to read at the proficient level” will be provided through short-term intensive instruction in the essential skills necessary to read. “Reading proficiency is a gateway skill necessary for all Kentucky students to achieve the goal that all children learn to read well before exiting the primary program.” (KRS 158.791)

Groups Consulted and Brief Summary of Responses:

Read to Achieve: Reading Diagnostic and Intervention Steering Committee
Collaborative Center for Literacy Development
Secretary of the Education Cabinet

Those consulted are supportive of the changes.

The Local Superintendents Advisory Council will review the regulation at its September 27 meeting and forward input via a letter from that body.

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